DOCUMENT RESUME

ED 279 157 FL 016 417

TITLE	Teaching Directions Using a Controlled Prepositional Vocabulary. Supplementary Lessons for Use with Limited English Proficient (LEP) Students Enrolled in ESL or Special Education Classes. Grades K-3.
INSTITUTION	Fairfax County Schools, Va.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	86
GRANT	G008525195
NOTE	37p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; Daily Living Skills; *English (Second Language); Evaluation Criteria; Instructional Materials; Language Skills; Learning Activities; *Limited English Speaking; Listening Comprehension; Listening Skills; Motor Development; *Prepositions; Primary Education; Psychomotor Skills; Second Language Instruction; *Special Education; *Vocabulary Development; Young Children
IDENTIFIERS	*Directions

ABSTRACT

A unit of instruction used with limited English proficient (LEP) students in kindergarten through grade 3 who are being screened for placement in special education programs is described. The unit can be adapted for use with LEP students receiving special education services. Lessons teach and reinforce directional vocabulary (up/down, right/left, forward/backward, first/middle/last, over/under/on, above/below, and inside/outside) through development of gross-motor, small-motor, oral, and listening skills. The unit contains 15 lessons of 15 to 60 minutes' duration. Each lesson contains objectives, a list of instructional materials needed to implement the lesson, procedures and student activities, and suggestions for evaluation. Supplemental materials are appended. The lessons can be taught consecutively or concurrently, or integrated with other content area lessons. (MSE)

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ED279157

TEACHING DIRECTIONS USING A CONTROLLED PREPOSITIONAL VOCABULARY

Supplementary Lessons for Use with Limited English Proficient (LEP) Students Enrolled in ESL or Special Education Classes

Grades K-3

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TEACHING DIRECTIONS: USING

A CONTROLLED PREPOSITIONAL VOCABULARY

Supplemental Lessons for Use with
Limited English Proficient (LEP)
Students Enrolled in ESL or Special
Education Classes

ACKNOWLEDGMENTS

The supplemental lessons and activities contained in this publication are the results of an innovative and collaborative effort between English as a second language (ESL) teachers and special education teachers, Fairfax County Public Schools, Fairfax, Virginia.

Our appreciation and thanks are extended to the authors: Jan Fairbanks, special education teacher, Camelot Elementary School; Donna Gibson, special education teacher, Pine Spring Elementary School; Rita Lempel, ESL teacher, Freedom Hill Elementary School; Barbara McLane, special education teacher, Keene Mill Elementary School; Claudia Tuller, special education teacher, Fox Mill Elementary School.

We also thank the editors: Alicia Clelland, specialist for learning disabilities and mildly mentally retarded, Fairfax County Public Schools and Dr. Carmen Simich-Dudgeon, project consultant, Trinity College, Washington, D.C. They were supported in this effort by Ellen McCarthy, special education resource teacher, Fairfax County Public Schools. Our belief that the education of LEP/handicapped children should be a collaborative effort between ESL and special education professionals was at the core of all project activities.

Our appreciation is offered to Dr. Mary Anne Lecos, assistant superintendent for instructional services, Fairfax County Public Schools, who supported us in this effort. Last, but not least, thank the ESL staff for their support and the Office of Media Services for their assistance in the printing of this publication.

Esther J. Eisenhower, Ph.D.
Project Director

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INTRODUCTION

This unit of instruction is intended for use with limited English proficient (LEP) students in grades K to 3 who are being screened for placement in special education programs. The lessons may also be adapted for use with LEP students who are receiving special education services.

Lessons within the unit teach directional vocabulary through content area instruction. Objectives include gross-motor and fine-motor skills, and oral and listening comprehension skills. The general intent of the unit is to teach and reinforce the following vocabulary: up/down, right/left, forward/backward, first/middle/last, over/under/on, above/below, and inside/outside.

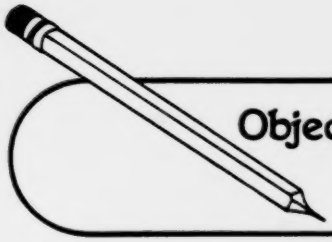
The unit contains 15 lessons which take from 15 minutes to one hour each. The lesson plans are organized as follows:

- Title
- Objective
- Instructional Materials Needed to Implement the Lesson
- Procedures and Student Activities
- Suggestions for Evaluation

Lessons within the unit may be taught consecutively or concurrently. For example, the several gross-motor lessons could be taught during several days of physical education instruction. During the same period of time, the art lessons could be taught and used to reinforce vocabulary introduced during the physical education class. In a similar fashion the mathematics lessons may be taught during the same time frame so that reinforcement of vocabulary concepts takes place across the curriculum. Alternatively, the gross-motor, art, and mathematics lessons could be taught consecutively over a lengthy period of time.

Patterns for use in the art lessons and worksheets for the mathematics lessons are included. A list of supplemental materials for the mathematics lesson may be found at the end of the unit.

LESSON 1: FORWARD/BACKWARD



Objective: Students will follow verbal commands using the vocabulary words forward and backward, and perform gross-motor activities.

Instructional Materials:

Open area in classroom or outdoor P.E. area

Procedure/Activities:

Prerequisite knowledge: vocabulary items walk, hop, jump, crawl, lean, point, look, and reach

1. Demonstrate walking forward and backward.
2. Give commands to whole group using prerequisite vocabulary (hop, jump, crawl, and so forth).
3. Give commands to one child at a time.
4. Allow child who has complied with a command to be the command giver.

Evaluation:

Students will perform with 85 percent accuracy oral directions using the vocabulary items forward and backward.

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Objective: Students will follow commands to perform gross-motor activities using the vocabulary items first, middle, and last.

Instructional Materials:

Open area in classroom or outdoor P.E. area

Procedure/Activities:

Prerequisite knowledge: vocabulary items walk, hop, jump, crawl, lean, point, and look

1. Review vocabulary items forward and backward.
2. Stand three children in a line. Designate them first, middle, or last by pointing. Repeat several times.
3. Give commands to a designated child. For example, "If you are first, walk forward. If you are last, hop backward."
4. Allow other class members to give directions to the three designated children.
5. Give commands to other class members. For example, "Walk forward and touch the middle child. Hop backwards to the last child."

Evaluation:

Students will perform with 85 percent accuracy oral directions using the vocabulary first, middle, and last.

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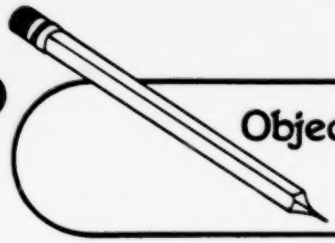

Objective: Students will follow commands using the vocabulary items forward, backward, first, middle, and last.

Instructional Materials:

Open area in classroom or outdoor P.E. area

Procedure/Activities:

1. Review forward, backward, first, middle, and last using procedure from the day before.
2. Form a line of five students. Designate students as first, middle, and last orally and by pointing to appropriate students. Repeat several times.
3. Give commands to students in line. For example, "First student, hop forward."
4. Allow other class members to give oral commands to students who are in line.
5. Give commands to other students in class. For example, "Walk forward and point to the middle student."

Evaluation:

Students will perform with 85 percent accuracy oral commands using the vocabulary items forward, backward, first, middle, and last.

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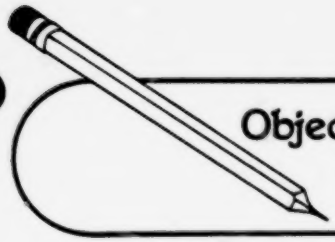
LESSON 4: OVER/UNDER/ON, PART I



Objective: Students will comply with commands using the vocabulary items over, under, and on.

Instructional Materials:

Classroom furniture

Procedure/Activities:

1. Demonstrate, using concrete objects, the vocabulary items over, under, and on. Say, for example: "The pencil is on the desk."
2. Place objects around the classroom. Ask questions such as "Where is the book?"
3. Give commands, for example: "Put the pencil on the floor. Put the book under the desk."
4. Allow individual students to give commands to other individual students, using vocabulary items over, under, and on.

Evaluation:

Students will respond with 85 percent accuracy to commands using the vocabulary items over, under, and on.

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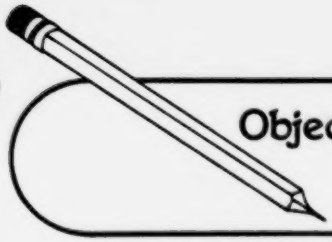

Objective: Students will follow oral commands using the vocabulary items over, under, and on.

Instructional Materials:

- Writing paper with a heavy red horizontal line drawn across the middle of the page
- Pencils

Procedure/Activities:

1. Identify letters needing further handwriting practice by individual students.

2. Choose three letters with which the children are having difficulty. Direct the students to write a row of one of these letters on the red line; write a row of another letter over the red line; write a row of the third letter under the red line.

Evaluation:

Students will respond with 85 percent accuracy to oral commands using the vocabulary items over, under, and on.

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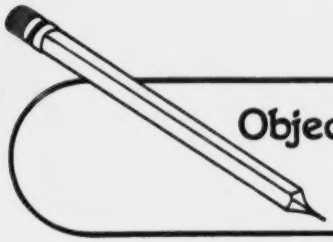

Objective: Students will follow oral commands using the vocabulary items over, under, and on.

Instructional Materials:

- Pipe cleaners
- Glue
- Crayons
- Manila envelopes

Procedure/Activities:

1. Distribute envelopes, glue, and pipe cleaners. Direct the students to form their names from pipe cleaners. Say: "Glue your name on the envelope in the middle."

2. When the glue is dry, instruct the children: "Draw a picture of yourself over your name."

3. Instruct the students: "Write my name and room number under your name."

4. These envelopes can be hung on the wall and used to hold individual student flash cards.

Optional/Enrichment Activities:

Play Go Fish using pairs of directional words on 3" x 5" cards. Before a child can add a particular directional word to his pile he must demonstrate that he knows the meaning of the word.

Evaluation:

Students will comply with oral commands using vocabulary items over, under, and on with 85 percent accuracy.

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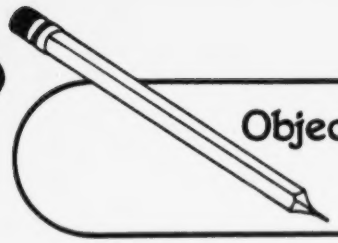

Objective: Students will read aloud and respond orally to questions about the directional vocabulary above/below, up/down, and inside/outside.

Instructional Materials:

- Story, (Fishy Freddy) on large chart paper
- Shapes, outlined on 8 1/2" x 11" white paper for each student
  - 3 different fish
  - 1 octopus
  - 1 boat
- Crayons
- Scissors

Procedure/Activities:

1. Display large chart with Fishy Freddy story.
2. Read story aloud to class. Direct the students to read chorally. Call on individual students to read.
3. Ask questions about the story: "What does Freddy see when he looks up? Where does Freddy live?"
4. Have students trace shapes with their fingers, then trace again with black crayon, pressing heavily. Direct students to decorate the fish appropriately, outlining in black; color, using bright crayons.
5. Direct students to decorate the boat using black crayon for details and bright color crayons.
6. Have stuents cut out the shapes and write their names on back.

Evaluation:

Students will respond to oral questions about the reading passage with 85 percent accuracy.

FISHY FREDDY

Hello: I am a wonderful, colorful fish and my name is Fishy Freddy. I live below the ocean water. I can look up and see a boat above me. I can look down and see the octopus and sandy ocean floor below me.

I like to play with my two fish friends Francie Fish and Funny Fish. We like to swim from right to left. We swim up and down.

Francie Fish likes to sleep in a sea cave. She goes inside the cave. Funny Fish and I stay outside the cave. We like to blow big white bubbles that go up and up!

I really like to live below the ocean with Francie and Funny. Wouldn't you?

Lesson Vocabulary Concepts:

above-below up-down inside-outside

Reading/Writing Vocabulary

wonderful	bright	boat	friends	sleep
colorful	sandy	ocean	cave	swim
Fishy Freddy	Francie Fish	Funny Fish		

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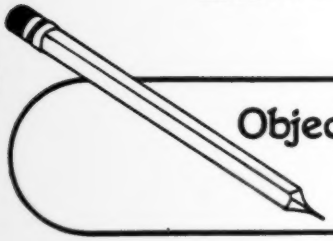
LESSON 8: ABOVE/BELOW, UP/DOWN, INSIDE/OUTSIDE, PART II



Objective: Students will correctly use the directional vocabulary above/below, up/down, and inside/outside.

Instructional Materials:

- Scissors
- Glue
- Crayons
- 18" x 24" white paper for tempera painting, premarked with dots for waves, and cave outlined in black (see attachment)
- Fishy Freddy story chart

Procedure/Activities:

1. Direct students to finish coloring and cutting out the three fish, boat, and octopus.

2. Direct students to connect the dots (preprinted) on the 18" x 24" white paper, to make a wave outline, using black crayon and pressing heavily.

3. Direct students to go over the cave outline (preprinted) with a black crayon, pressing heavily.

4. Direct students to cut on the dotted line inside the cave.

5. Direct students to color the bottom portion of the large white paper to resemble the sandy ocean bottom.

6. Reread Fishy Freddy, stressing directional vocabulary above/below, up/down, and inside/outside.

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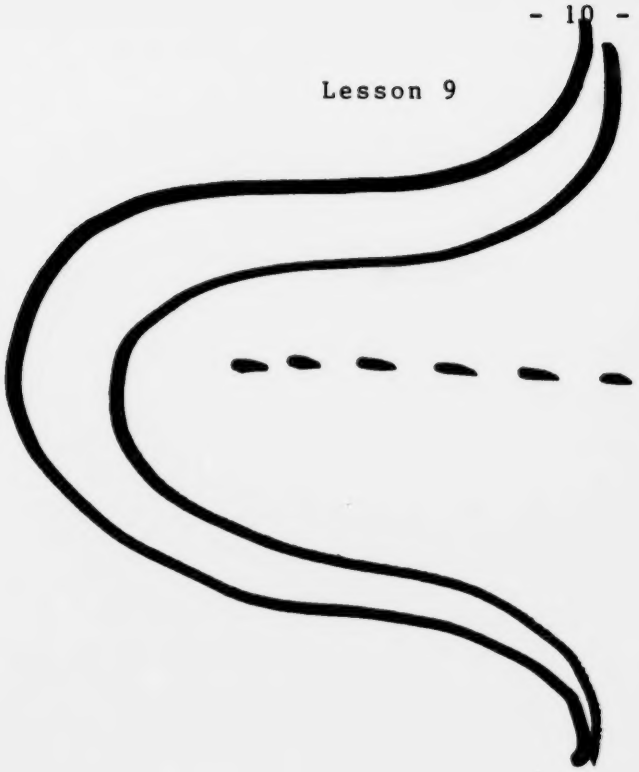
Lesson 9



18" x 24" tempera paper

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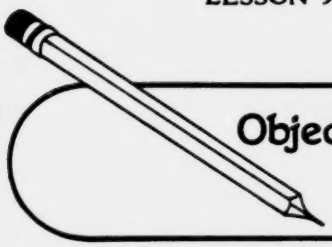

Objective: Students will position objects using the prepositions of place: above/below, up/down, and inside/outside.

Instructional Materials:

- 3 fish shapes, octopus shape, and boat shape)previously prepared)
- Glue
- Large (18" x 24") white paper with waves, cave, and ocean bottom already drawn
- Large chart paper with Fishy Freddy story
- Tempera paints (turquoise blue)
- Wide brushes for tempera paints
- Newspapers to cover work area
- Coffee cans or baby food jars for paint
- Paper towels

Procedure/Activities:

1. Have students reread Fishy Freddy story, stressing prepositions of place. Have them read chorally and individually.

2. Direct students to glue objects on large white paper according to the placement described in Fishy Freddy.

3. Direct students to use white crayons and press heavily. Have them draw bubbles going up from fish's mouths.

4. Demonstrate broad, horizontal painting strokes, covering entire sheet of white paper with turquoise paint. Instruct students to do the same.

5. Hang pictures to dry.

Evaluation:

Students will place objects in underwater scene with 85 percent accuracy.

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Lesson 9
Fish # 1

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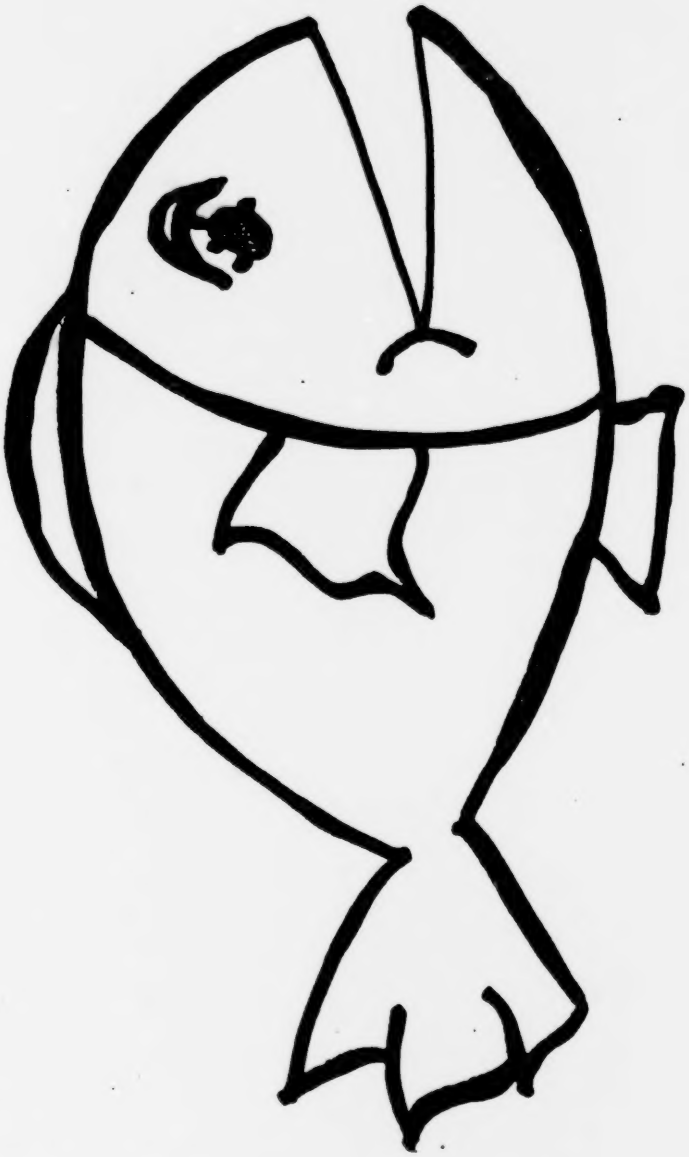
Lesson 9

Fish # 2

22



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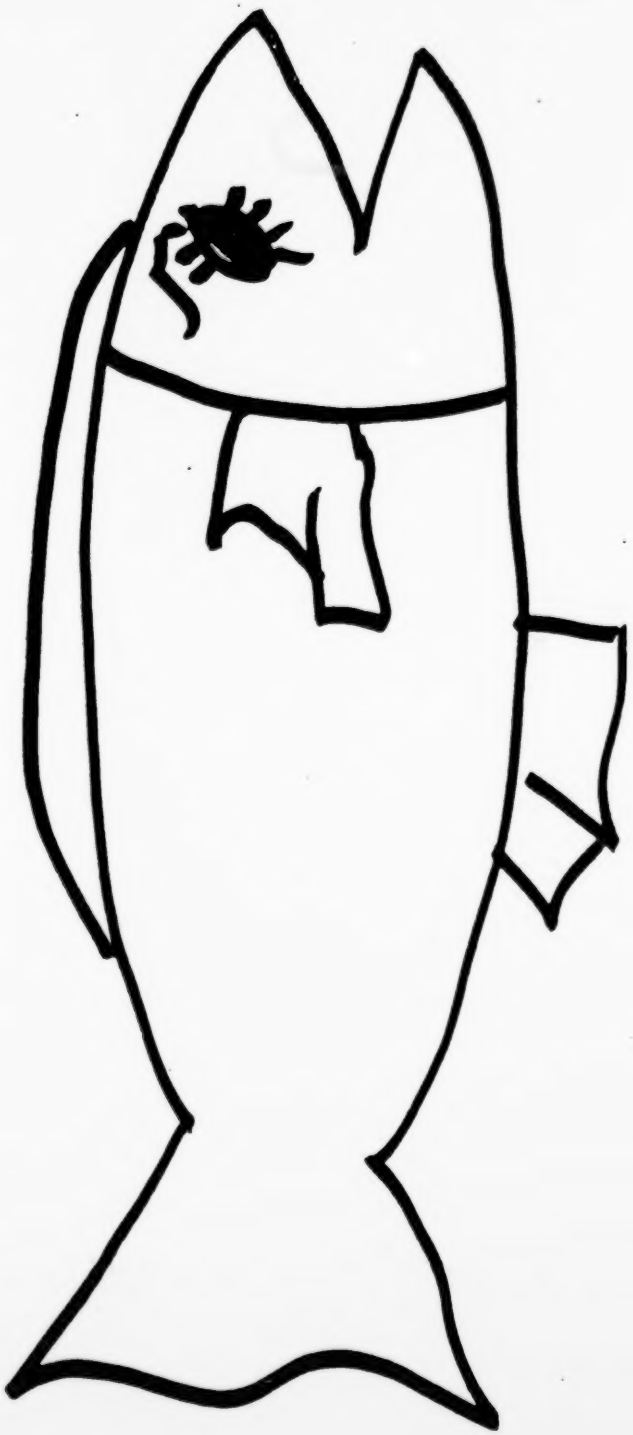
Lesson 9

Fish # 3

24



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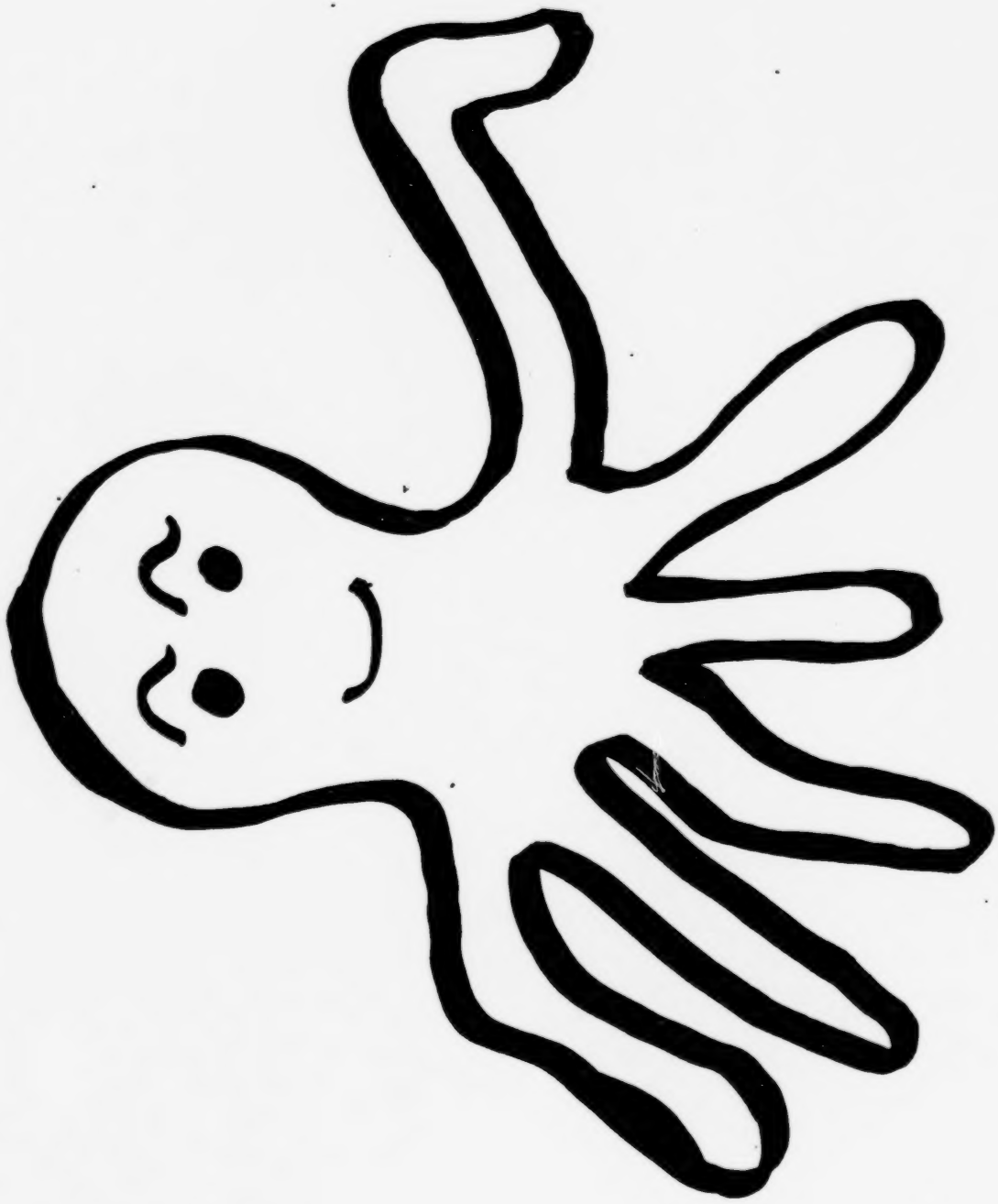
Lesson 9

Octopus

26



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Lesson 9

Boat

28

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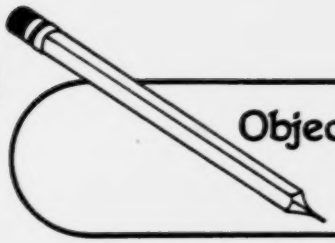

Objective: Students will obey oral commands using the vocabulary item in(side)/out(side).

Instructional Materials:

- Cardboard box
- Cardboard, plastic, or felt numerals

Procedure/Activities:

1. Give each student a set of numerals 0-9 and a cardboard box.
2. Direct students to "put the number 3 in the box, put the number 9 outside the box," and so forth.
3. Direct students to "put the number 2 outside the classroom."

Evaluation:

Students will complete tasks with 85 percent accuracy.

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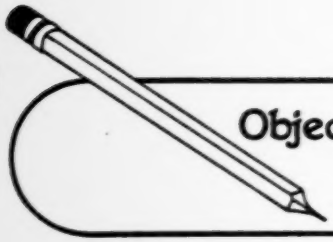

Objective: Students will state orally the location of numerals, using the vocabulary item in(side)/out(side).

Instructional Materials:

- Cardboard box
- Set of numerals (plastic, cardboard, or felt)
- Number cards with one, two, or three numbers

Example: | 1 3 | | 8 2 | | 7 9 |

Procedure/Activities:

1. Place numerals around the box. Then ask: "Where is the number 5? Where is the number 2?" Continue with other numbers.

2. Ask: "Which number is in(side) the box?" Continue with other numbers.

3. Display cards. Ask: "Where is the number 17?"
   "Where is the number 3?"
   Expected responses: "The number 17 is inside the circle."
   "The number 3 is outside the circle."

Evaluation:

Students will state the location of numerals using the vocabulary item inside/outside with 85 percent accuracy.

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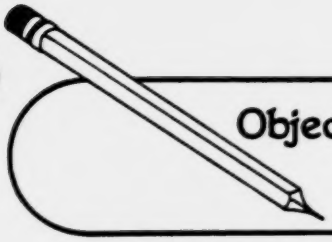

Objective: Students will complete addition and subtraction problems which include the vocabulary item inside/outside.

Instructional Materials:

- Cardboard garage made from milk carton
- Ten small cars

Procedures/Activities:

1. Display ten cars and cardboard garage. Have students count the cars.
2. Direct students to close their eyes.
3. Move several cars into the carton. Say: "The mechanic has taken some cars into the garage to work on them."
4. Direct students to open their eyes.
5. Ask: "How many cars are inside the garage? How many cars are outside the garage?"
6. Repeat several times. Allow individual students to be the mechanic.

Evaluation:

Students will complete addition and subtraction activities with 85 percent accuracy.

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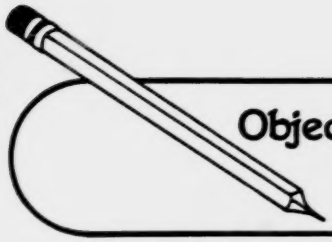
LESSON 13: IN(SIDE) /OUT(SIDE), PART IV



Objective: Students will utilize the vocabulary item in(side)/out(side) to complete a math work sheet.

Instructional Materials:

- Worksheet: "Magic Number Machine"
- Box decorated to represent "Magic Number Machine," with slot at top and bottom

Procedure/Activities:

1. Say: "This machine changes numbers. I put in '4' and took out '6.' I put in '3' and took out '5.'" (Demonstrate by putting number in top slot. Then pull out of the bottom slot the card with the answer you want.)

2. Ask: "What will happen if I put in 5?"

3. Ask: "How does the machine change the number I put in?"

4. Repeat process using different missing addends.

5. Direct students to complete the worksheet "Magic Number Machine."

Evaluation:

The students will complete the worksheet independently with 90 percent accuracy.

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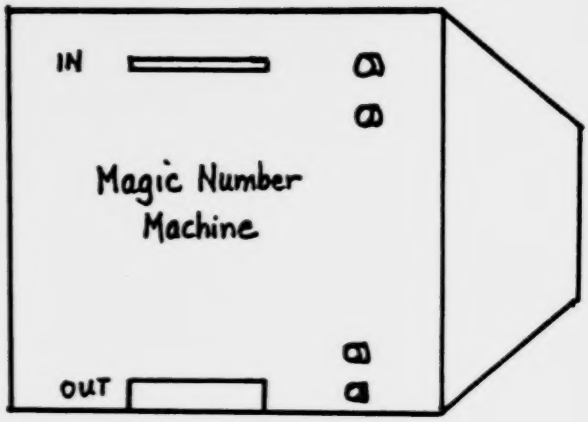
What is the Magic Number Machine doing? Fill in the missing numbers.



In	Out
4	6
3	5
7	
1	3
2	

In	Out
5	2
9	6
8	
6	
7	4

In	Out
1	5
5	
3	7
0	
4	8

In	Out
7	2
9	4
6	
8	3
5	

In	Out
3	1
7	5
6	
2	
8	6

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Objective: Students will describe orally the locations of numerals utilizing the vocabulary right/left.

Instructional Materials:

Cards with one, two, or three numerals on each

Example:

0 3	9 7	5	2

Procedure:

1. Display cards.
2. Model as follows: "0 is to the left of 3. 3 is to the right of 0." (Continue to model.)
3. Ask: "Where is 7? Where is 5?" (Continue with other numerals.)

Evaluation:

Students will complete oral statements with 90 percent accuracy, utilizing the directional vocabulary right/left.

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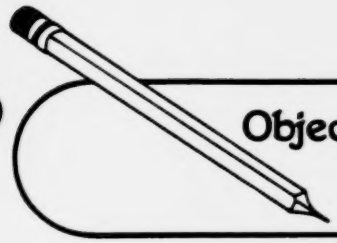

Objective:

Students will follow oral commands utilizing the directional items up/down and right/left.

Instructional Materials:

- Chalk
- Chalkboard
- Roll of large brown wrapping paper
- Markers
- Tape

Procedure/Activities:

1. Draw a vertical number line on the chalkboard. Call a student to the board. Say: "Start at zero. Go five steps up. What number did you stop at?" Say: "Go down two steps. Where did you stop?"

2. Continue with other numbers.

3. Tape a large strip of brown wrapping paper to the floor. Draw a large number line on the paper.

4. Direct individual students; for example, say: "Stand on 4. Move two spaces to the right. Stand on 3. Move 1 place to the left." Continue until all students have an opportunity to participate.

Follow-Up Activities:

Worksheet: "Number Line Picture"

Evaluation:

Students will follow oral commands utilizing the directional vocabulary up/down and right/left with 85 percent accuracy.

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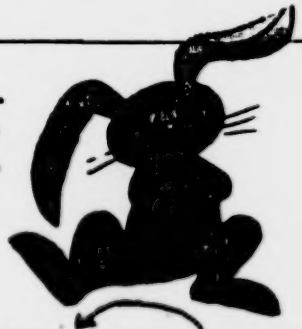
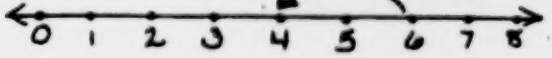
Study the number-line picture.
Then fill in the □.

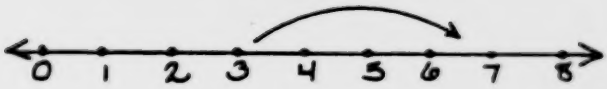
Start at 6. Take a jump of 2 spaces to the left.



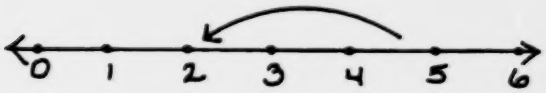


$6 - 2 = 4$

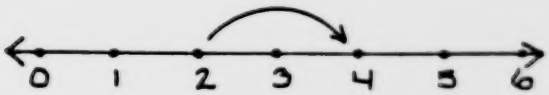
Start at 3. Take a jump of 4 spaces to the right.



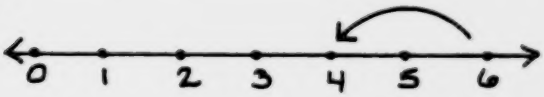
$3 + 4 = 7$



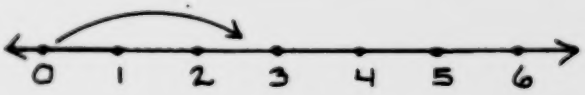
$5 - 3 = \square$



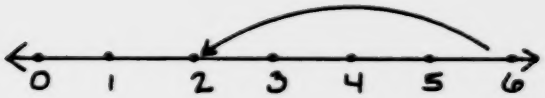
$2 + 2 = \square$



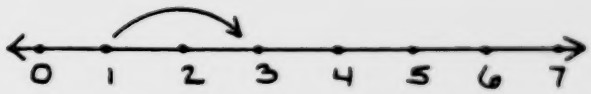
$6 - 2 = \square$



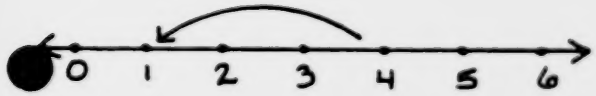
$0 + 3 = \square$



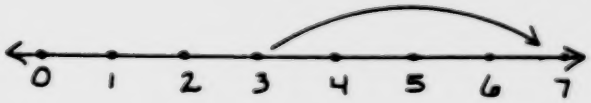
$6 - 4 = \square$



$1 + 2 = \square$



$4 - 3 = \square$



$3 + 4 = \square$

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SUPPLEMENTAL MATERIALS FOR THE MATH LESSON

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